

## WRIGHT MIDDLE

111 Hwy.71

Abbeville, South Carolina 29620

**GRADES** 6-8 Middle School

**ENROLLMENT** 464 Students

**PRINCIPAL** Charles A. Costner 864-366-5998

**SUPERINTENDENT** C. Michael Campbell, Ph.D. 864-459-5427

**BOARD CHAIR** Dr. Larry D. Lawson 864-446-3250

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

#### AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	3	26	18	1

#### IMPROVEMENT RATING:

#### BELOW AVERAGE

#### ADEQUATE YEARLY PROGRESS:

#### NO

This school met 17 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**WWW.MYSCSCHOOLS.COM**

**WWW.SCEOC.ORG**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Average	Below Average	N/A
<b>2002</b>	Average	Below Average	N/A
<b>2003</b>	Average	Unsatisfactory	No
<b>2004</b>	Average	Below Average	No

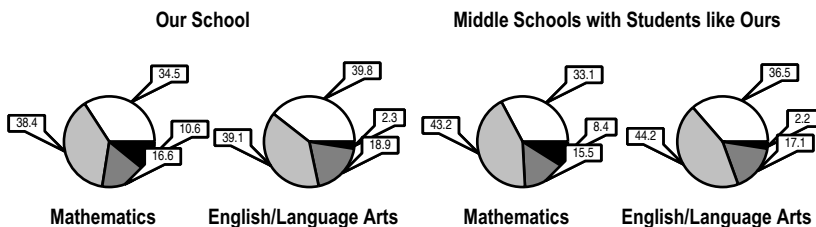
**DEFINITIONS OF DISTRICT RATING TERMS**

- **Excellent** - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** - District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

94.9%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	451	99.8	39.4	39.4	18.8	2.3	29.6	Yes	Yes
Gender									
Male	230	100.0	46.8	39.2	12.2	1.8	22.5		
Female	221	99.6	31.8	39.7	25.7	2.8	36.9		
Racial/Ethnic Group									
White	205	99.5	16.2	47.0	33.3	3.5	51.0	Yes	Yes
African-American	239	100.0	59.7	33.3	6.1	0.9	10.4	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	398	99.8	35.4	41.1	20.8	2.6	32.8		
Disabled	53	100.0	69.2	26.9	3.8	0.0	5.8	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	451	99.8	39.4	39.4	18.8	2.3	29.6		
English Proficiency									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	449	99.8	39.2	39.6	18.9	2.3	29.7		
Socio-Economic Status									
Subsidized meals	299	99.7	51.7	36.5	10.8	1.0	15.6	No	Yes
Full-pay meals	152	100.0	15.5	45.3	34.5	4.7	56.8		

Mathematics - State Performance Objective = 15.5%									
All Students	451	99.8	33.9	39.0	16.5	10.6	36.9	Yes	Yes
Gender									
Male	230	100.0	35.6	41.4	13.5	9.5	31.5		
Female	221	99.6	32.2	36.4	19.6	11.7	42.5		
Racial/Ethnic Group									
White	205	99.5	19.2	34.8	27.8	18.2	56.1	Yes	Yes
African American	239	100.0	47.2	42.4	6.9	3.5	19.9	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	398	99.8	28.1	41.4	18.5	12.0	41.7		
Disabled	53	100.0	76.9	21.2	1.9	0.0	1.9	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	451	99.8	33.9	39.0	16.5	10.6	36.9		
English Proficiency									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	449	99.8	33.9	38.9	16.6	10.6	37.1		
Socio-Economic Status									
Subsidized meals	299	99.7	42.4	43.4	9.7	4.5	23.6	Yes	Yes
Full-pay meals	152	100.0	17.6	30.4	29.7	22.3	62.8		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	165	99.4	47.1	33.1	17.8	1.9	19.7
	Grade 7	133	98.5	38.8	52.1	7.4	1.7	9.1
	Grade 8	179	98.3	48.5	38.0	13.5	N/A	13.5
<b>2004</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	165	99.4	52.5	28.8	15.6	3.1	18.8
	Grade 7	153	100.0	30.5	43.7	23.8	2.0	25.8
	Grade 8	136	100.0	32.3	50.4	15.8	1.5	17.3

<b>Mathematics</b>								
<b>2003</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	165	100.0	32.9	31.6	20.9	14.6	35.4
	Grade 7	133	98.5	31.7	37.4	21.1	9.8	30.9
	Grade 8	179	98.9	36.8	46.6	14.4	2.3	16.7
<b>2004</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	165	99.4	36.3	41.3	16.3	6.3	22.5
	Grade 7	153	100.0	26.5	35.8	17.9	19.9	37.7
	Grade 8	136	100.0	40.6	39.8	14.3	5.3	19.5

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 464)				
Students enrolled in high school credit courses (grades 7 & 8)	11.7%	Down from 13.7%	12.5%	14.6%
Retention rate	3.2%	Up from 2.7%	4.2%	3.0%
Attendance rate	95.8%	Up from 95.1%	95.5%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.3%		6.9%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	2.9%		6.2%	5.3%
Eligible for gifted and talented	13.4%	Up from 10.8%	13.1%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	11.7%	Down from 12.8%	15.3%	13.9%
Older than usual for grade	5.4%	Up from 5.2%	5.1%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.4%	Down from 2.7%	1.2%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 32)				
Teachers with advanced degrees	43.8%	Up from 39.4%	48.1%	48.7%
Continuing contract teachers	93.8%	Down from 97.0%	81.6%	81.7%
Highly qualified teachers**	100.0%	N/A	91.8%	90.4%
Teachers with emergency or provisional certificates	3.3%		4.0%	5.3%
Teachers returning from previous year	82.1%	Up from 81.8%	83.3%	85.1%
Teacher attendance rate	96.3%	Up from 95.7%	94.8%	94.8%
Average teacher salary	\$38,450	Up 3.0%	\$39,113	\$40,566
Prof. development days/teacher	7.0 days	Up from 6.4 days	10.3 days	11.0 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	3.3
Student-teacher ratio in core subjects	22.6 to 1	Up from 18.8 to 1	21.0 to 1	21.3 to 1
Prime instructional time	91.3%	Up from 90.0%	89.0%	89.3%
Dollars spent per pupil*	\$5,488	Down 70.6%	\$5,562	\$5,821
Percent of expenditures for teacher salaries*	67.0%	No change	62.0%	61.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	80.6%	Down from 93.1%	95.0%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Average	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	92.9%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Dear Parents and Guardians:

On behalf of the J.S. Wright Middle School faculty and staff, I would like to thank all of the parents and volunteers for your continued support and assistance. The 2003—2004 year has been another positive and productive school term.

J.S. Wright Middle School is classified as a Title One school for another year. This has allowed us to continue to receive special funding from the Federal Government. This year the funding was used to update our classroom maps, provide teachers with PACT preparation materials, purchase Novel sets for the classrooms, increase our Math resources, and maintain our Curriculum Coordinator.

This year we implemented an "Early Bird" program. The program is designed to provide extra enrichment and remediation for our students. We are in the planning stages to expand our program to the afternoon. It is our goal to bring in different life-skills and character building programs.

We believe that every child should have the opportunity to attain and exceed his/her potential in and out of the classroom. Each teacher is dedicated to utilizing all of the available instructional resources and strategies to teach the South Carolina standards and the Abbeville County World-Class standards to your child.

In order for each child to succeed, the school, administration, teachers, students and parents must make a positive commitment to work together.

Charles A. Costner  
Principal

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	30	119	51
Percent satisfied with learning environment	71.4%	75.6%	84.0%
Percent satisfied with social and physical environment	71.4%	85.5%	72.5%
Percent satisfied with home-school relations	51.7%	83.9%	66.0%

\*Only students at the highest middle school grade level at this school and their parents were included.